

Principal/Evaluator Focused Scoring Document

Criterion 7: AWSP Leadership Framework

The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.

Name: _____	<input type="checkbox"/> Principal	<input type="checkbox"/> Assistant Principal	Date: _____
Evaluator: _____	District/School: _____		School Year: _____
Comprehensive Evaluation Score*: _____	From School Year: _____		

*The final focus summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

Criterion 7: Partnering with families and communities to promote learning

	Unsatisfactory	Basic	Proficient	Distinguished
7.1: Partners with families to promote student learning				
Engages Families	Demonstrates no effort to engage families in school activities that pro- mote student learning.	Encourages and supports involvement of families in some school activities that promote student learning.	Encourages and supports consistent and ongoing family engagement in school activities that pro- mote student learning.	Engaged families support student learning, led by staff who value and encourage these partnerships.
Shares School Mission and Vision	Fails to share the vision of hope and opportunity that results from healthy family/school partnerships.	Encourages pockets of families within the school community to see an improved future for	Shares the vision for improving learning and future opportunities for all students through wide-ranging, inclusive family	Family members and staff display a strong belief in the power of family/school partnerships to positively

	Unsatisfactory	Basic	Proficient	Distinguished
		their children by partnering with the school.	partnerships.	impact the futures of children.
Protects Family Privacy	Has lost the trust of parents by allowing confidential information to be inappropriately shared.	Practices personal discretion when in possession of personal information about students.	Assures that all staff practice discretion with personal information about students.	Creates a culture within the school and larger community in which private student, staff, and family information is actively protected and respected by all.
Includes Families in Decisions	Excludes families from decision making at the school to improve student learning.	Limits family participation in some school decision-making processes to improve student learning.	Consistently implements effective channels for families to participate in school decision making to improve student learning.	Participation and engagement by families in school-based decision-making displays widely shared ownership for the student learning.
7.2: Incorporate strategies that engage all families, particularly those that historically have been underserved [See also 1.2]				
Seeks Involvement of All Families	Treats parent community as mono-cultural. Makes little or no adjustment to meet needs and interests of under-involved groups within parent community to promote student learning.	Gives some attention to underserved groups within the parent community, yet these efforts are ineffective and/or unequal in nature in promoting student learning.	Recognizes and reaches out to underserved groups within the parent community to promote student learning.	Students and staff take a leadership role in ensuring every student's family is engaged with the school to promote student learning.
Uses Culturally-Appropriate Communication	Communication with families is mono-lingual and mono-cultural. As such, some families are less capable of supporting student growth.	Has not established channels of communication accessible to all families with the aim of supporting student growth.	Uses multiple communication channels appropriate for cultural and language differences that exist in the community with the aim of supporting student growth.	Families and staff establish and utilize culturally-inclusive communication systems which support student growth.

	Unsatisfactory	Basic	Proficient	Distinguished
7.3: Engages with communities to promote learning [See also Criterion 8 – Managing Resources]				
Creates Effective Communication Systems	Communication with community designed to promote student learning is sparse or non-existent.	Communication with the community to promote student learning is regular yet is mainly informational.	Builds effective and authentic communication systems between the community and school to promote student learning that are interactive and regularly used.	Staff, parents, and students develop effective and inclusive communication between the school and community in support of student learning.
Partners with the Community	Is frequently absent from the community; is not perceived as an advocate for students and schools.	Is a member but not necessarily an influential leader in the community's shared mission to support student learning.	Works in partnership with community organizations and informally throughout the community to promote student learning.	Is recognized outside of school for developing and implementing programs in partnership with the greater community that focus on student learning.
Capitalizes Community Resources	Does not identify and utilize community resources in support of improved student learning.	Identifies and utilizes some community talent and resources in support of improved student learning.	Makes full use of community resources in support of improved teaching and learning.	Businesses, community organizations, government entities, and higher education institutions seek to partner with the school to improve student learning.
3.5: Provides evidence of student growth that results from the school improvement planning process				
Growth in Student Learning	School improvement planning process results in no improvement in student academic growth.	School improvement planning process results in minimal improvement in student academic growth.	School improvement planning process results in measurable improvement in student academic growth.	School improvement planning process results in significant improvement in student academic growth.

	Unsatisfactory	Basic	Proficient	Distinguished
5.4: Provides evidence of student growth of selected teachers				
Growth in Student Learning	Multiple measures of student achievement of selected teachers show no academic growth.	Multiple measures of student achievement of selected teachers show minimal academic growth.	Multiple measures of student achievement of selected teachers show measurable academic growth.	Multiple measures of student achievement of selected teachers show significant academic growth.
8.4: Provide evidence of growth in student learning				
Growth in Student Learning	Achievement data from multiple sources or data points show no evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show minimum evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show measurable evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show consistent evidence of student growth toward narrowing gaps of targeted student groups.

Reflective Questions:

As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?

Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____